Sandringham Federation of Schools

Remote Learning Policy

Policy Type:	**Academy Policy**
Approved By:	**Local Governing Body**
Date Approved by LGB:	**15/10/2020**
Review Date:	**25th September 2021**
Person Responsible:	**Head Teacher**

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change

Contents

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils who are not in school

> Set out expectations for all members of the school community with regards to remote learning

> Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9.00am and 3.30pm.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

> Setting work:

- o Providing work for their normal allocated year group

- o An overview of learning should be given for the week which details the types of work provided and any links to online resources

- o Work needs to be set/uploaded by the Monday morning of each week. If ready, work can be given/uploaded at the end of the previous week.

- o Learning overview should be uploaded to the relevant year group area on the school website and Google classroom and emailed to parents in the normal way on Pupil Asset. Supplmentary tasks will be added to the class area on Google classroom.

- o A hard copy of work can be provided by the school to families. Families who are isolating should organise pick up of hard copy work from school by another family member or friend who is not isolating. If this is not possible, the school may be able to offer support to deliver the hard copy packs to the home address.

> Providing feedback on work:

- o Completed work from pupils online will be uploaded to Google classroom. Hard copy work is returned to school and quarantined for 72 hours.

- o Feedback is given via Google classroom. Feedback of hard copy work may be given via phone or via email message.

- o Hard copy feedback on completed work will be after the quarantine period is ended.

> Keeping in touch with pupils who are not in school and their parents:

- o Google classroom /Parent mail (PA) should be used to make regular contact. If this cannot be accessed, a phone call should be made each week the child is absent.

- o Teachers will complete a weekly class tracker sheet and copy to the Headteacher.

- o The Headteacher will follow up any hard to reach families and provide support for communications as necessary, which may include phone calls/emails and / or home visits.

- o Teachers are not expected to answer emails/messages from parents and pupils outside of working hours.

- o Complaints or concerns shared by parents and pupils should be raised firstly with the class teacher and if not resolved, parents should follow the complaints procedure. For any safeguarding concerns, refer to the section below on DSL's and safeguarding duties.

- o Failure to complete work will result in a follow-up phone call to ascertain if there are any barriers to learning at home.

> Attending virtual meetings for training, staff meetings, CPD:

  o   Dress code -smart usual work wear

  o   Avoid areas with background noise, nothing inappropriate in the background.

  o   Where CPD is not live, staff should find time to complete within the normal working day.i.e after the in school children have left the site. If finding time is a problem this should be raised with the Head teacher so release time can be arranged.

  o

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours, which vary dependent upon role.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

> Supporting pupils who are not in school, with learning remotely

  o   Pupils will be identified through the class teacher and the use of central register for absent pupils due to Covid-19.

  o   TA can prepare resources and work and work 1:1 or in small intervention groups as directed by the class/Head teacher.

2.3 Subject leads

Subject leads must:

> Consider whether any aspects of the subject curriculum need to change to accommodate remote learning

> Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

> Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.

> Monitor the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

> Alert teachers to resources they can use to teach their subject remotely

> SENCO- Monitor remote learning provision for children with SEND. Provide advice and support to parents and classteachers. Support with use of specialist resources and technology where appropriate.

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2.4 Senior leaders

Senior Leaders will be available to:

> Co-ordinate the remote learning approach across the school.

> Monitor the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

> Monitor the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding leads

There are 3 DSLs at Sandringham Federation.

The lead DSL is Jane Gardener (Headteacher) and Deputies are Amanda Dodson and Catherine King

- ➢ The DSL team will provide advice and support to other staff on child welfare and child protection matters off-site or on-site. Any concern for a child's safety or welfare will be recorded via the online system CURA. This can be accessed remotely. Concerns may also be given in writing where access to CURA is not appropriate and given to a member of the DSL team.
- ➢ During term time the DSL team will always be available (during academy hours) for staff in the academy to discuss any safeguarding concerns. If in exceptional circumstances a DSL is not available on the academy site in person, the academy must inform Sharon Money Trust Safeguarding Lead, and also ensure the DSL is available via telephone and/or any other relevant media.
- ➢ The DSL team at Sandringham Federation will represent our academy at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.
- ➢ The DSL team will maintain written records and child protection files ensuring that they are kept confidential and stored securely.
- ➢ The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been <u>trained</u> within the academy to the agreed academy's <u>safeguarding training pack</u> provided by Children's Services/The Trust.
- ➢ The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.
- ➢ We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL team will use the information that they hold about children with a social worker to make decisions in the best interests of the child's safety, welfare and help promote educational outcomes. The DSL team will ensure that staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort, supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- ➢ The DSLs will identify and support vulnerable families who may be in isolation or lockdown situations. This may include support to access home learning.
- ➢ The DSLs may conduct their role remotely but also undertake home/doorstep visits when necessary but with the correct health and safety measures in place, i.e. use of PPE and cleaning regimes.

Supporting IT Systems

The School Administrator is responsible for liaison with RM IT providers to:

- ❯ Fix issues with systems used to communicate and produce work
- ❯ Help staff and parents with any technical issues they are experiencing
- ❯ Review the security of remote learning systems and flagging any data protection breaches to the data protection officer (Sharon Money)

2.7 Pupils and parents

Staff can expect **pupils** learning remotely to:

> Be contactable during the school day – although consider they may not always be in front of a device the entire time

> Complete work to the deadline set by teachers

> Seek help if they need it, from teachers

> Alert teachers if they are not able to complete work or ask parents to do this

Staff can expect **parents** with children learning remotely to:

> Make the school aware if their child is sick or otherwise cannot complete work

> Seek help from the school if they need it

> Collect/return work as required on behalf of the pupil

> Be respectful when making any complaints or concerns known to staff

2.8 Governing board

The governing board is responsible for:

> Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

> Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

> Issues in setting work –Headteacher or Head of School

> Issues with behaviour – Headteacher, Head of School or SENCO

> Issues with IT – School administrator to report onto RM

> Issues with their own workload or wellbeing – talk to their line manager, Headteacher or Head of School

> Concerns about data protection – Headteacher

> Concerns about safeguarding – talk to a member of the DSL team: Headteacher, Head of School

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

> Access pupil information data via secure online Pupil Asset Site

> Ensure access to pupil data is via work allocated laptops or devices

4.2 Processing personal data

Staff members may need to use, collect and/or share personal data such as parent/pupil email addresses or telephone numbers as part of the managing home learning remote learning. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

> Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

> Making sure the device locks if left inactive for a period of time

> Not sharing the device among family or friends

> Pass devices onto RM technical engineer for updating and installing antivirus and anti-spyware software or when needing operating systems to update – always install the latest updates

5. Safeguarding

The safeguarding policy has been updated to reflect the current situation in regard to additional duties during a child's absence from school during lockdown/isolation periods, liaison with other agencies and how support to families can be offered. Staff will be made aware of updates to the policy via email and will be able to access the policy from the school staff shared area/safeguarding file.

6. Monitoring arrangements

This policy will be reviewed annually and updates will be added to as required during the academic year as the national situation and response to Coronavirus remains fluid and needs to continue to be flexible. At every formal annual review, it will be approved by the Governors' Standards and Curriculum Committee.

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Safeguarding Policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy

> Curriculum Policy

> Teaching and Learning Policy

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- Within the first 24 hours pupils isolating will be provided with an overview document with learning links.

- The class teacher will supply daily/weekly remote learning across the curriculum via Google classroom/ and or Tapestry(Nursery/Reception Pupils only).

- Where children are sent home from school they may be provided with printed material/workbooks initiall;y or if the parent requests it.

- Please let us know if you require any additional resources to support your child's remote education. We will do our upmost to support you where we are able.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We will teach the same curriculum remotely as we do in school wherever possible and appropriate. However we may need to make some adaptations in some subjects. For example, we may make adaptations to the PE and Music curriculum. We may provide links to external sources such as West Norfolk Sports Partnership for PE , White Rose or Hamiliton resoruces for Maths or Charanga for Music

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

How will my child access any online remote education you are providing?

- A remote learning timetable with resources and links can be found on Tapestry for Reception children. With Feedback and Story time via Google Classroom.

- Resources and ideas for Nursery Children can be found on Tapestry. With Feedback and Story time via Google Classroom.

- For Year 1 – 6 remote learning will be on Google Classroom

- The class teacher will be in contact with you regularly. If you have any problems with access or resources please contact us.

- All children will be provided with access to Google classroom via a gmail address.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We will provide our parents with a survey to establish pupils access to digital devices and internet connection.
- Within the constraints of the school resources and from the survey we will identify families requiring additional support. We will seek to provide devices where necessary and support internet access. We will also signpost to other services e.g. the Norfolk assistance scheme and highlight access via alternative devices e.g. PlayStation, Xbox
- Where parents inform us access is restricted we will provide printed materials as needed.
- Pupils are welcome to submit work via email to the class teacher or school office as per normal school communications

How will my child be taught remotely?
We use a combination of the following approaches to teach pupils remotely:

- live teaching sessions e.g sessions to launch learning of the week and feedback Friday,

- recorded teaching (e.g. Oak National Academy lessons, white rose maths hub, video/audio recordings made by teachers)

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home

- should fiction reading books be required a collection from school can be arranged

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g oxford owl, maths bots, white rose

- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

Engagement and feedback
What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- It is expected pupils will engage with the daily offer provided by the class teacher. Pupils will view the recorded material and attend live sessions where possible. Pupils will complete the work provided and return to the teacher using the google classroom platform.

- We fully appreciate parents may be restricted with timing especially if working from home or they have more than one child but we strongly encourage setting a routine which includes regular times to complete the work set and regular breaks. A guidance document is provided for families.

- Pupils should hand in work using the google classroom platform or Tapestry (For Nursery and Reception only). Teachers will provide feedback and answer questions.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Teachers will monitor engagement of pupils daily and throughout the week via Google classroom and Tapestry
- Parents will be contacted if there are concerns via phone or email
- Regular contact will be made with families via Google Classroom/Tapestry, Phone and Email
- Where there is limited engagement the head of school/headteacher will make contact to offer support

How will you assess my child's work and progress?
Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Individual feedback will be provided by Google classroom and Tapestry and class feedback on feedback Friday via Google classroom

- In some subjects Quizzes may be used via Google classroom

- Where possible pupils will receive daily feedback on work submitted via Google Classroom and Tapestry

- Teachers can be contacted via email, via the school office to support pupils with any specific difficulties, this may include 1:1 talk throughs as needed to support learning.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Teachers will liaise with individual pupils and their families to provide support with pupils with SEND

- Additional support from 1:1 TA sessions will be provided as directed by the teacher.

- Pupils in nursery and reception will receive their curriculum offer mainly via tapestry in conjunction with pre recorded lesson content

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, using Google classroom and Tapestry. Teachers will liaise with individual pupils and parents as necessary including providing feedback.